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ABSTRACT

The purpose of this study was to examine, by means of questionnaires, programs for the teaching of English as a Second Language in Canada from June 1967 to June 1968. Programs considered were those provided by publically-supported agencies, other than those provided by universities for their own students. A brief survey of facilities for teacher training was included. Special concerns mentioned by those answering the questionnaires included the need for (1) training for ESL teachers in adult programs; (2) more communication between workers in the ESL field in Canada; (3) more ESL courses; (4) a system of inter-provincial visits for the French-speaking systems to improve their teachers' fluency in English; and (5) more information about the availability and value of ESL teaching programs and materials. Appended to this report is a listing of universities in the Montreal region which offer academic preparation for ESL specialists. (AMM)

A SURVEY OF THE TEACHING OF ENGLISH AS A SECOND LANGUAGE
IN CANADA

JUNE 1967-68

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McGill University

The purpose of this study was to examine, by means of questionnaires, programs for the teaching of English as a second language in Canada in the period June 1967 to June 1968. The programs considered were those provided by publicly-supported agencies, other than those provided by universities for their own students. However, a brief survey of facilities for teacher training was included.

The following questions were considered:

1. What segment of the population is enrolled in ESL programs?

Approximately 40,000 students were enrolled in Federal government programs. Of these, about 5,000 lived in the Northwest Territories and 35,000 lived within provincial boundaries.

School systems under provincial jurisdiction provided ESL classes for approximately 330,000 students. The majority of these were French-speaking, except in British Columbia where the majority were Chinese-speaking.

ESL programs for adults sponsored and conducted by Federal government agencies (civil service, penitentiaries, coastguard, armed services, residents of Northwest Territories) had an approximate enrolment of 3,000 adults.

ESL programs within the provinces had an enrolment of about 58,000, the majority being French-speaking.

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2. What segment of the non-English speaking population is not enrolled in ESL classes?

(a) Students

There were no ESL classes in the Yukon Territory or in the areas in Saskatchewan, Prince Edward Island and Nova Scotia designated by the Commission on Bilingualism and Biculturalism as being areas where 10% or more of the population was French-speaking.

(b) Adults

Approximately 2,500,000 adults (1961 census figures) in Canada spoke French only. Of these, 30,000 were registered in ESL classes during the period under investigation.

166,531 (1967 Department of Manpower and Immigration figures) were native Indian or Eskimo speakers. About 120 were registered in ESL classes.

Approximately 88,000 adults gave as their last permanent residence a mainly non-English speaking country. Of these, 25,000 were enrolled in ESL classes.

It was not possible to get an indication of how many immigrants from other years were still in need of ESL instruction.

3. Where are ESL classes taught?

(a) Students

Courses were found in all areas of Canada except Prince Edward Island, Yukon, Nova Scotia, and the island portion of Newfoundland.

(b) Adults

ESL programs were held in two of the three Northern administrative districts of the Northwest Territories. None were held in the Yukon.

Classes in ESL under Federal control were held in six of the seven penitentiaries, in schools for the armed forces, for cadets in the coastguard training school and by the Civil Service Commission to its members in six of the larger urban centers in Eastern Canada.

ESL programs within provincial jurisdiction were conducted mainly in the larger urban centers of Canada. None existed in the Yukon or Prince Edward Island.

4. What agencies sponsor and/or conduct ESL programs?

(a) Students

Such programs were either under Federal or provincial government jurisdiction (BNA Act) and were paid for either by Ottawa or by local school boards.

(b) Adults

The Federal Government sponsored and conducted ESL classes for civil service, armed forces and coastguard, inmates of penitentiaries, and for residents of the Northwest Territories.

The Federal Government also sponsored and financially supported job training programs under the Department of Manpower and Immigration (Adult Occupational Training Act) as well as programs within provinces (50% of teachers' salaries, 100% of textbooks) if an agreement had been made between the province and the Secretary of State.

Programs were commonly conducted by school boards under the Department of Education except in Ontario, where the Department of the Provincial Secretary and Citizenship was in charge.

The cost of a beginner's course in ESL varied from five to thirty dollars with no evident relationship between the cost and the number of course hours.

5. When are ESL classes taught?

For students, ESL classes were held mainly in the very early grades. Little provision seemed to be made for the older immigrant child. In Quebec schools, the emphasis in ESL seemed to be at the high school level.

For adults, most classes began in the fall and were conducted in the evening.

6. What is the organization of ESL programs?

For young people, there were a few kindergarten ESL programs in Ontario and the Northwest Territories. ESL is taught in French-speaking systems from grades 1-12 in New Brunswick and Ontario, and from grades 4-11 in Quebec.

In French-speaking systems, placement and promotion depended mainly on formal tests; in English-speaking systems mainly on the teacher's opinion of the student's competence in English.

Most adult programs had three levels of difficulty. At the beginner's level the number of course hours in different ESL programs varied from 20 to 1,250.

In most adult ESL classes there was no formal testing program for placement or promotion, nor did completion of the highest level give any standing in any local school system or trade.

7. What teaching materials are used?

The Northern Development section and the Indian Affairs section of the Department of Indian Affairs and Northern Development each prepare their own materials for students (the former for their schools north of the 60th parallel, the latter for those south of the 60th parallel, i.e.,

in the provinces).

In ESL programs under provincial jurisdiction, a large variety of textbooks was used. (A list of these texts was compiled.) Very few used audio-visual aids.

In general the teaching materials were chosen by the directors of the programs largely on the basis of availability.

The Language Bureau of the Civil Service Commission has prepared its own teaching materials and ESL course for adults. Other Federal agencies use commercially prepared American textbooks.

In most of the ESL programs within provincial jurisdiction, a book supplied free by the Department of Manpower and Immigration, Learning the English Language (Thomas Nelson and Sons) was the one most commonly used. The most frequently given reason for its use was "availability".

8. What is the content and what is the teaching emphasis of ESL programs?

Most schools reporting stated that their teaching emphasis was on aural-oral skills. This emphasis seemed to be greater at the high school level. The aspect of language least stressed was Canadian culture.

Most adult ESL programs also reported that they stressed aural-oral skills. Ontario, whose adult ESL programs are under the direction of the Department of Provincial Secretary and Citizenship, included the teaching of Canadian life in its program.

9. What are teacher qualifications? Is the supply of teachers adequate?

Federal government programs required fluency in English and a valid Canadian teaching certificate. They reported that there was an adequate supply of teachers for student courses.

In schools under provincial jurisdiction which reported this information (in Quebec these were mainly high schools), all required fluency in English and most required a teaching certificate. A very small proportion required specialized training. The French-speaking systems required the most training in ESL and also reported the greatest shortage of teachers.

Over half of the school systems reporting indicated that the supply of teachers was not adequate.

Of 119 agencies reporting, 97 stated that they required fluency in English and 88 required a teaching certificate as well for adult programs. 34 of the agencies said that the supply of teachers was not adequate. The greatest shortages were in the French-speaking systems of Ontario, Quebec and New Brunswick.

10. What Undergraduate teacher training facilities exist?

There were reportedly 1,250 teacher-trainees enrolled in fourteen programs in 1967-68. Of this number, 504 were taking part in in-service courses designed to provide teachers for special programs. Another 230 were in the summer courses in Ontario which were open only to Ontario teachers already engaged in ESL teaching.

Students enrolled in a TESL course at Universities
with Colleges of Education

<u>University</u>	<u>No. of Students</u>
Simon Fraser	19
University of B.C.	53
University of Moncton	27
University of Sherbrooke	60
University of Ottawa	24
University of N.B.	200
University of Alberta	34
University of Montreal	17
University of Saskatchewan	54
University of Laval	158

The 200 students at UNB represent student teachers who are preparing to teach at all levels in New Brunswick's bilingual school system.

Of the total of teacher trainees, only 160 were being trained in primarily English-speaking universities.

Special concerns mentioned by those responding to
the Questionnaires

1. There was felt to be a great need for special training for those teaching ESL to adults. More information was wanted about adult psychology and motivation, adult learning processes, and teaching materials suitable for the adult learner.
2. More communication between workers in the TESL field in Canada was wanted - ESL teachers felt very isolated.
3. TESL courses should be available at many more centers in Canada and at more times of the day and year. As well, this training should be a requirement for all teachers-in-training because the problem of teaching ESL is a common one in all levels of schooling everywhere in Canada.
4. French-speaking systems wanted a system of inter-provincial visits or some other method by which their teachers could acquire greater fluency in English.
5. Finally, there were many demands for more information about the availability and value of ESL teaching programs and materials.

Academic Preparation Available, 1970-71,
for the Professional Upgrading of TESL Specialists
in the Montreal Region

1. Marianopolis College

A regular four-year undergraduate program of courses leading to the B.A. degree in Applied Linguistics (English).

2. McGill University

(a) Faculty of Arts and Sciences: Department of English

A graduate course, "Language, Linguistics, Literature," to be offered in the 1970 Summer School of English.

A four-year Joint Honours program in English and Linguistics, for regularly matriculated students.

Graduate programs in ESL beginning 1970-71.

For information, write to Monika Kehoe, English Department.

3. Sir George Williams University

TESL Summer Institute,
Anne M. Stokes, Director.

4. Université de Montréal

(a) Faculté des Lettres

Département de linguistique et de langues modernes.

M.A. and Ph.D. in linguistique appliquée.

For information, write to Louis Chatagnier.

Département des Etudes Anglaises.

Undergraduate courses on the English Language and Linguistics.

M.A. with emphasis on the English Language, including the application of linguistics to TESL.

For information, write to Linzey Kupsh, Etudes Anglaises.

(b) Faculte des Sciences de l'Education

M.A. in Didactique de la langue seconde.

For information write to Marc Gagnon.